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THE RATIONAL METHOD IN READING

BY

EDWARD G. WARD

PRIMER

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READING BY THE WORD METHOD

PART II

SIGHT AND PHONETIC READING COMBINED

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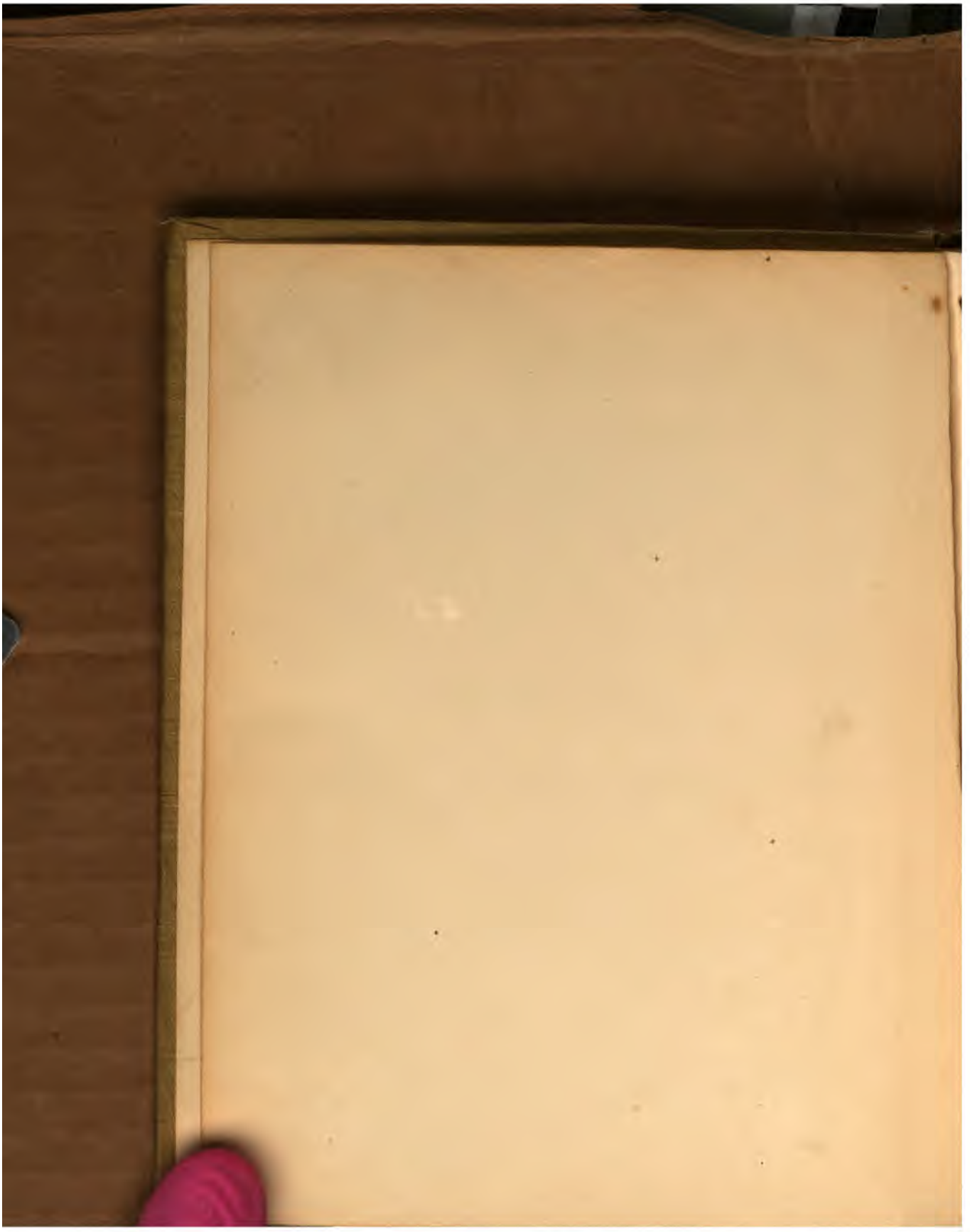

PICTURE FOR A STORY.

THE

RATIONAL METHOD IN READING

AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK THAT LEADS RAPIDLY TO INDEPENDENT AND INTELLIGENT READING

BY

EDWARD G. WARD

SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N.Y.

ASSISTED IN THE PREPARATION OF THE LESSONS BY

MRS. ELLEN E. KENYON-WARNER

Primer

(FIRST HALF-YEAR'S WORK)

PART I. READING BY THE WORD METHOD
PART II. SIGHT AND PHONETIC READING COMBINED

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

SILVER, BURDETT & COMPANY

NEW YORK BOSTON CHICAGO

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THE

RATIONAL METHOD IN READING.

First Year.

PRIMER.

Material: Conversations.

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PREFACE.

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books.* The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method, and understand the underlying principles, well enough to be safe in making such deviations from the beaten track as may seem to them good.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn; the *lessons* are mainly the work of *Mrs. Ellen E. Kenyon-Warner*, whose rare skill and patience, no less than her practical acquaintance with class-room work, have rendered her an invaluable assistant.

The publishers have beautified each book by the insertion of two reproductions of famous paintings and two colored story-pictures. These should be used as material for language lessons.

AUGUST, 1896.

FRIENDS OR FOES?

C. Burton Barber.

PRIMER.

PART I.

READING BY THE WORD METHOD.

I you see

I see!
I see you!
I see!

Do do me

See, see, see.
See me.

Do see.
Do see me.
Do you see?
I do see.

Do you see me?
I do see you.
Do I see?
You do see.

Do I see you?
You do see me.
I see; do you?
I do.
You see; do I?
You do.

Jack	sees	Does	does

See Jack.
Do see Jack.
See me, Jack.
Jack, see me.
Do see me, Jack.
I see you, Jack.
Do you see me?

Does Jack see?
Jack sees.
Jack does see.
Does Jack see me?
Jack sees you.
Jack does see you.

I see; you see; Jack sees.
I see you.
Jack sees you.
Jack sees me.
Jack, Jack, see me.
Do see me, Jack.
Jack does see you.
Do you see Jack?

Well well and

You and I.
Jack and I.
You and Jack.
You and Jack and I.
Jack and I see.

You and Jack see.

Do I see well?
You do see well.
Does Jack see well?
Jack does see well.
You see well.
I see well.
Jack sees well.
Jack sees you and me.
Jack sees you well.
Jack sees me well.

Well, Jack!
Well, well, well!
See Jack and me.

I see you and Jack.
I see you well.

Look look looks at

Look, look, look.
Look at me.
Look at me well.
Do I look well?
You look well.
You do look well.
Well, look at Jack.
Does Jack look well?
Jack looks well.
Jack does look well.

Jack looks at you.
You look at me.
I look at Jack.
Does Jack look at me?
Jack looks at you.
Jack looks and sees.

Jack and I look.
Jack sees me look.
Look at me, Jack.
Do you see me look?
You and I and Jack look.
Look at Jack and me.
See me look at Jack.
See Jack and me look.

a dog the dog

I see a dog.
Do you see a dog?
Does the dog see me?
Look at the dog.
Does the dog look well?
The dog looks well.
You and I look well.
Look well at the dog.

Does the dog look at me?
The dog looks at you.
See the dog look.
The dog sees you and me.

Does a dog see well?
A dog sees well.
A dog does see well.
Do you see a dog?
I do see a dog.
I see you and the dog.

Look at dog Jack.
Look well.
I do look well.

I see the dog.
Does the dog see me?
Dog Jack does see you.

Look at the well, dog.
The dog does look.
Does the dog see?
The dog sees the well.

The dog sees you.
Well, I see the dog.
The dog sees me.
Well, you see the dog.
Look, dog, look at me.
Look at Jack and me.
The dog looks well.

not

Do not look.
Do not look at me.
I do not look well.
Look well at the dog.
The dog looks well.
Does Jack see a dog?
Jack does not.
Does not Jack see?
Jack does see.
Jack sees well.
See the dog look.

I see a dog. Do you?
I do not. Does Jack?
Jack does not.

The dog does not see you.
You do not see the dog.
Look well and see the dog.
Jack and I do see.
Does not the dog see you?
The dog does.
Does the dog see Jack?
The dog sees Jack and me.

Does the dog look well?
Look at the dog and see.
The dog does not look well.
I see the dog does not.

Does a dog see well?
A dog does. I do not.
Does Jack see?
Jack does not see well.

See! The dog looks well.

The dog looks at Jack.

Jack looks at the dog.

Jack does not look at me. The dog does.

Do look at me, Jack. See! the dog does. The dog does well.

a boy	the boy
a girl	the girl

A boy and a girl.

A girl and a dog.

A dog and a boy.

See the boy.

Look at the girl.

Jack sees a boy.

I see a girl.
The boy sees a girl.
The girl does not see the boy.
The boy looks at the girl.
The girl looks at Jack.
The boy and the girl see me.
Does the boy look well?

The boy looks well. The girl does not.

Do I see a girl?
You do not. You see a dog.
Not a girl do I see.
Not a boy does Jack see.
Does a girl see?
A girl sees well.
Does a boy see?
A boy looks and sees.

I see the boy and girl.
The boy and girl see me.
The boy looks at the girl.
The girl looks at the dog.
The dog looks at me.

like	he
likes	He

I like Jack. Does Jack like me?
He likes you well.
Does he like the boy?
He does not.
Does he like the girl?
He likes the girl.
Well, he likes you.
Not he.

Does the girl like me?
The girl does not. The girl likes me.
Does the boy like the girl?

He does not; he likes Jack.
Jack likes you and me.
You and I like the boy.

You look like a boy.
Well, you look like a girl.
Does Jack look like me? Does he look like a dog?
He does not. He looks like a boy.
See the girl, Jack; see the girl! Do look! do!

She she

Does the girl like me?
She likes Jack and me.
Does she look like me?

She looks like the boy. She does not look like you.

Does she see well?

She sees well.

Does she look at you?

She does not. She looks at the dog.

Does she look at Jack?

She looks and she sees.

She does not look well.

Does Jack look at the girl?

He does. He looks at the girl and me.

Do you like me, Jack?

I do, boy, I do.

Does the girl like me?

She does. She likes you well.

Well, I like you and the girl.

Am	Are	Is
am	are	is

Is Jack a boy?

He is not. He is a dog.

Am I a dog?

You are not. You are a boy.

I am Jack. I am not a dog. I am not like a dog.

I am a boy, not a dog.

You are like me; are you not?

Look at me and see.

You are a boy. You are like me. You are not like the dog.

You are a dog, Jack. You are not like me.

The girl is not like the dog? She is like me. She looks like me.

Well, I like the girl.

Are the boy and the girl well?

He is well; she is not.

She looks well; he does not.

Look at me, girl; are you well?

I am well, boy. Do I not look well?

You do look well. You look like Jack. He looks well and he is well.

want	wants	bread	good

Look at Jack.

I want you, Jack.

He looks at the bread.

He looks at me.

Does he want the bread?

He wants the bread.

Is the bread good?

The bread is good.

Jack is a good dog.

He likes good bread.

Am I good?

You are good, and Jack is.

Is the bread good?
Are the boy and girl good?
The boy and girl are good.
I am a boy. I am not a girl.
I want bread.
Does the girl want bread?
She wants good bread.
She likes good bread.

eat	eats	to	it

Look at the dog.
He looks at the bread.
He wants it. He wants to eat it. He sees it is good. It is good to eat.
Is a dog good to eat?
Am I? Are you? Are the boy and the girl?

I like to eat bread; it is good. I eat it and eat it.

Am I good like you?

You are. You are a good, good boy.

Are you good?

I am. I am good like you.

Is the bread good to eat?

It is good. I eat it, and you eat it. The boy eats it. The girl eats it. She wants the boy to eat it. He wants to eat it.

I want bread to eat. I like it.

Does the girl want Jack to eat?

She does. She likes to see Jack eat.

Does Jack want to eat?

He does. He wants to eat bread.

him	her	give	gives

The bread looks good.

It is good. I want it. Give it to me.

Jack wants it. Do give it to him.

I do not want to. I want to eat it.

The boy eats bread. I give it to him. He gives it to the girl.

Is it her bread?

It is not her bread. I give it to her.

I give her good bread. She gives it to the boy. She likes him. He is a good boy.

I give him bread to eat. I like to see him eat.

Is the girl like him?

She is good like him.

Is he like her?

He is good. I like him. I like her. She likes him. He likes her.

See her give him bread. He eats her bread. I like to see it. It looks good, does it not?

What	what	That	that

What is that? I do not see it well.
It is bread. That is what it is.
Is that bread good? Is it good to eat?
It is good to eat.
That boy wants it.
What boy wants it?
That boy at the well.
At what well?
At that well. Give it to him.

See that! He does not want it. What am I to do?

Give it to that girl.

What a good girl that is! I give her bread. She gives it to that dog.

What? What does she do?

She gives her bread to that dog.

Dogs like good boys and girls.

What does a girl like to eat?

What does a boy like?

The girl and the boy like bread.

What does a dog like to eat?
What do you like? Do you eat bread?
Not that bread; it is not good.

ail	ails	ill

What ails that dog? What does ail him?
He is ill. That is what ails him.
He does not look ill. He looks well.
He is ill. He does not eat.
Does he not eat that bread?
He does not. He does not want to.
Well, what ails that girl?
She is ill like the dog. She likes bread. She eats it and eats it.
Is that what ails her?
That is what ails her.
Is it good to eat like that?

It is not good.

I am not ill. Are you?
I am not. That boy is ill.
What ails him?
He eats and eats like the girl.
What am I to give him?
Give him that and that.
Give him what? I do not see.

have	has	too

What has that boy?
He has a dog.
Have you a dog, too?
I have a dog, too.
Give him that bread you have.
The girl gives him what she has.

The boy gives him what he has.

Does he eat it?

He does not. What ails him?

He does not like bread. He is too ill to eat. He is too ill to look.

What a good boy you are! You have bread. You give it to the girl.

She is good, too. She gives her bread to me.

You and she are too good.

Do you like to eat?

I have to. I do not like to. I am ill.

That boy has to eat, too.

What does he have to eat?

He has what he likes.

Well, what does he like?

He likes good bread.

make	makes	fruit	much

What is that, Jack?
That is fruit. Does it not look good?
It does look like good fruit.
Have you much fruit?

I have what you see.

Well, do not eat too much. Too much fruit makes boys ill.

Fruit does not make me ill. It makes me well. It does me much good.

Make the dog eat fruit, too.

I do not like to. It makes dogs ill. Dogs do not like fruit. That dog likes bread.

Does the girl make much bread? Does she have to make it?

She has to. She makes it to eat. I have to make bread, too.

Do you make much?

Not much. I do not like much bread. I eat much fruit. Jack eats much bread. He eats too much.

What Jack eats too much? Jack the boy? Jack the dog? What Jack?

Jack the dog eats too much.

Does he eat too much fruit?

He does not. He does not like fruit much.

Here	here	any	some

Have you any fruit?

I have some here. Do you want some?

I do not want any. The girl wants some.

Here is some. Do not give her too much.

She is not well. She is ill. What ails her?

She eats too much. That is what ails her.

Well, do not give her any fruit.

What makes you like fruit?

It is good. Have you some here?

I have not any here. I have some at the well.

Does any boy here want fruit?
Does any girl want some?
I do not eat fruit. I want some bread.
Here, Jack! Here is some bread.
Do not give Jack that. Give it to me.

You are a boy. You are Jack. That dog is Jack, too.

Make Jack look at the fruit. Make him eat some.

Here, Jack, look at that.

He does not look. What ails him?

What ails him? Look and see. Well, well! What a dog you are, Jack! What a dog you are!

an apple apples egg eggs

Here is an apple, Jack.
Here is an egg, too.
I do not want an apple.

Apples make me ill. I do not eat much fruit.

Do you want any eggs?
I have some. I like eggs and bread.
The boy wants to eat eggs.

Give him some. Give the girl an egg, too. She has some fruit.

The girl does not want an egg. She wants some apples.

Well, do not give her any eggs. Give her what she wants. Give her some fruit. Give her some bread, too. Do not give her too much. Do not make her eat too much.

What makes you look at me?

I like to look at you. You are good to me. You give me apples and eggs.

Well, here is an apple. Here is an egg, too. Look at Jack, not at me. I do not like it. Jack does.

What a good girl you are! I have to look at you. I like you.

Can	can	of	milk

A can of milk.

Here is a can of milk.

Can I have any of the milk?

You can have some of it. You can have an apple, too. And you can have an egg.

You are too good to me.

Am I good to you? Well, I like you. You are good to me, too.

What is that? Is it milk?

That is a can of milk. It is good milk, too. That is what I like.

I want some of it. Can I have any?

I can not give you much. Have some of the fruit. Have an apple and an egg.

Apples and eggs are not good. I do not want any. And I do not want any fruit. Fruit makes me ill. Give it to Jack. Here he is. He has not any fruit.

Jack's	boys	dogs	girls
they	boy's	dog's	girl's

What do boys and girls eat?

Boys and girls eat bread. They eat fruit, too. And they like milk.

Do the boys make bread?

They do not. The girls make it.

Do dogs like bread?

They do not. They can not eat it well.

Well, give Jack's dog some apples.

Dogs do not like apples. They do not like any fruit. They cannot eat it.

What are you, Jack?

I am a dog; a good dog.

Are you a boy's dog?

I am not. I am a girl's dog. Boys are not good to me. They make me eat bread. I do not want to. What the girls give me is good.

Well, here is some fruit. That is good.

I do not want any of it. I want some of that milk. It looks good.

That is Jack's milk. He wants some of it. And some of it is not good.

Well, I do not want Jack's milk. I am not Jack's dog.

Go go goes going for

What are you eating?

I am eating some fruit.

Do not eat that. It is not good for you. You are not looking well. Here is some milk for you. I have a can of it. Here is an egg, too.

Are you going to make bread?

I am. I am doing it for you. Bread is good for you.

Do the boys go for milk?

They do not. The girls go for it.

Do the boys like milk?

They like milk and fruit.

Go for the milk, Jack. Here is the can.

I can not go. I have to see a boy.

I do not like Jack. He does not go for the milk. The girl does. She goes for the bread, too.

Go for the milk, Jack. Go, go, go!

Is the boy ail ing?

He is not. He is well. It is the girl that is ail ing.

What ails her?

She goes for milk too much.

Can Jack see her do that?

He can and he does. He is not a good boy.

Make him a good boy. Make him go for milk. Make him go for eggs, too.

I can not do it.

Well, I can; I can; you see.

drink	drinks	in	take	takes

I want a drink of milk.

Here is the milk in the can. Take a good drink of it. It will do you good.

Do the girls drink much milk?

They do. It is good for girls and boys. They are go ing for some.

Take the can, girls, and go.

Take the dog, girls. He wants to go, too.

For good boys I have fruit. For good girls I have milk. They like what I have.

Take some of the fruit, Jack. Drink some of the milk, girls. Take an egg and an apple.

Go for the milk. It is in the can. The can is in the well. Take the dog. Do not give him any.

Well, well, well! What is that dog doing? He is drinking the milk. He drinks and drinks and drinks. Jack takes the can. He drinks some, too. The milk is going.

Look into the can. Can you see any milk in it?

I can not see any.

Jack and the dog like milk. They like it too well. They drink too much of it. That is not good. I do not like it.

Where	where	There	there	all

Where are all the boys and girls?

There they are, drink ing some milk.

Take all you want. I have some here, too. You can have all there is.

Where do you go for milk?

I go where Jack goes. He goes where there is good milk.

Does he go for eggs, too?

The boys are look ing for me. They do not see where I am.

I am in here, boys. Look in. See what

I am do ing. There are some apples here. They are in a can. I am eat ing some. Do you want any? You can all have some. You can take all you like.

Where is that boy? I want him.

There he is; he is ail ing. See, he looks ill. Do make him well.

There, boy, take that. Drink it. Drink it all. It is good for you.

He takes it. He drinks it all. That is good.

Will	will	old	cow	cows

Will, go for the old cow. Will you?

I can not go. What do you want of her?

I want to milk her. I want milk for the boys. They will all want some.

There is a can of milk.

Where is it? In here?

It is in the well. Look, and you will see.

Is that all there is? That will not do at all. It is old milk, too. It is too old for me. I do not want any of it.

What are you eat ing in there?

I am not eat ing. I am drink ing milk.

Well, I am go ing for some, too.

Where will you go for it?

To the old cow. There she is. Here, old cow! here, old cow! Give me some milk.

Some old cows are good. They are will ing to give milk. That old cow is not good. She will not give much.

Come	come	comes	play	plays	with

Come and play with the dog.

Come here, dog. Jack wants to play with you.

He will not come. He wants to play with the cow. There she goes. She will not play with him. She is too old to play. And she does not like dogs.

Do any cows play?

They do not. They can not play at all.

Can an old dog play?

Any dog can play. That old dog likes to play. It is all play with him. He plays too much for me. Come with me and see him play.

There goes Will with the dog. Where are they go ing?

They are go ing to play.

I am go ing, too. Come with me, will you?

I can not come. I have to milk the cow. See, I have the can with me.

water	full	out

Here, Will! I am out of water. There is not any in the can. Go for some water. Go out to the old well. The water there is good.

I can not take the can. It is full of milk. Can you not do with out water?

I can not. Where is the milk? Give it to me. I will take it out. There! take the can with you.

I can not go. There is an old cow there. You come with me. I will not go with out you.

Has the water come? Is Will here with it? Is the can full of it? Where is it?

The water has come. The can is full of it. It is out here. It is good water.

Do not drink all the water. Give the old cow some. Here, old cow! take all you want. What a good old cow!

Go out and play, boys. Take Jack out with you. He is full of play, like you.

them	We	we	us

We play with the dogs. We like them. They like us, too. They come to us for

water. They look at us. We give them a can full. They go out full of play.

Cows do not play. We can not make them. They do not like to play. That cow is too old, too. What she likes is eat ing. She likes to drink, too. She drinks that good well-water.

The boys are go ing some where. They want us to go with them.

We can not go with them. We can-not go any where. There is too much to do.

They will want to eat and drink. We will give them an

apple. We will give them an egg, too. We will give them all the milk. There is a full can. Take it all, boys; take it all.

Look at us, boys. See us go to the well. The cow goes with us. She wants water. She looks to us for it. She can-not go for it. She has not any can.

Tell tell	Let let

Tell us where you are go ing.

I can not tell. Will does not want me to.

Well, let me see; I can tell. You are go ing to the water. The dogs are go ing with you. Do not let them go in to it. Tell Will not to let them.

They are not going with us. We will not let them. We want to go with out them.

Jack is playing in the water. We do not like him to do that. Tell him to come out.

He is looking at us. He will not come out. He is too full of play.

Well, let us go. Let us go for some milk. We will have a good drink.

Jack can not have any. He is not good. Tell him that, will you?

Let Will go with us. Tell him we want him.

Yes No no

There is no water. I have to go for some. Will you come with me?

Yes; and we will take Jack.

No, Jack can not come with us. He likes to play too much.

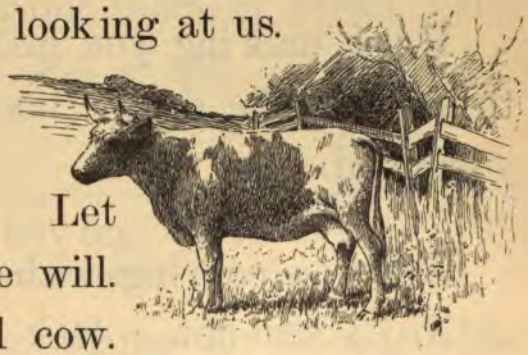
Yes, he does like to play. Well, let us go with out him.

No, no, Jack, you can not come. No, no, I tell you. Go with the girls for the cow.

Is he go ing?

Yes, he is a good dog. He does what I tell him to. There is no dog like Jack.

The old cow is look ing at us.



Does she want some water?

Yes, she does. Let her drink all she will. We like you, old cow.

Yes, yes. You are a good old cow. There is no cow like you. There is no dog like Jack.

mak ing	giv ing	com ing

What are you mak ing, girls? Let me see. Is it bread?

Yes, we are mak ing bread. It is for that boy. He is good to all. See him giv ing the dog a drink. All the dogs like him. See, he is giv ing the cow an apple. She likes him, too.

He is mak ing you good, too. You want to do what he does. Look ing at him does you good.

Are you com ing with me?

No, I can not. Jack is com ing to see me. He will want me here. The cow is com ing, too. I have to milk her. You will

have to go with out me. Go with out any of us.

What are you giv ing that dog? Eggs?

No, I am giv ing him apples.

I will not let you give him apples. They are mak ing him ill. Do you not see they are?

No, I do not. He is not eat ing them. I do not let him. I am giv ing him play apples. I am mak ing them of bread. He plays with them; that is all.

lik ing	hav ing	tak ing

The dog has no lik ing for bread. He goes out with out tak ing any.

Where is he, Jack?

He is hav ing a good drink. He is out at the well. Let us go and play with him.

What are you tak ing with you?

A can of milk to drink. I have a lik- ing for milk. You can have some, too, Will. The can is full.

See! There are some boys out there. What are they do ing?

They are hav ing a good play. The girl is play ing with them. It will do her much good. I let her go.

Jack, Jack! The dog is tak ing your milk. He will drink it all. What a lik- ing he has for milk!

Jack will not let the dog do that. He does not like that play. He is tak ing him to the well. He is giv ing him water to drink. That is all he can have.

How stay stays picture

How good the water looks! Let us stay and look at it. See! there is a boy in it! Well, well! it is I. And there *you* are,

too! We are here; we are in the water. How is that? I can not make it out.

We are not in the water, Jack. The water makes a picture of us. That is all.

Is that a picture? It does all that I do. It goes where I go; it stays where I stay.

It is a picture for all that.

How do you make that out? How can the water make a picture?

I can not tell you how. You see it does make it. That will have to do. Come, let us go for the cows.

Will the picture stay here?

It will not.

Will it go with us?

No, it will not. It will not go and it will not stay.

How is that? I can not make it out at all.

home	day	again	Frank

Come with me to the water, Frank. I want to see the pictures again.

I can not go to-day. There is too much

to do. The cows have not come home. I am going to look for them. I have to go for bread, too. And we are out of eggs again. Stay home to-day, like a good boy.

I will, Frank. And I will go for the bread. I will look for eggs, too. I will do all I can for you.

You are a good boy, Jack. Stay home. The water will not go. It will stay home, too. Some day we will see it again. It will make us pictures again. We will take dog Jack. It will make a picture of him.

Frank is home again. He has the cows with him. Jack is home, too. He has the bread and the eggs. Will Frank take Jack to the water? Will he take him to-day? Is there too much to do?

PICTURE FOR A STORY

PRIMER.

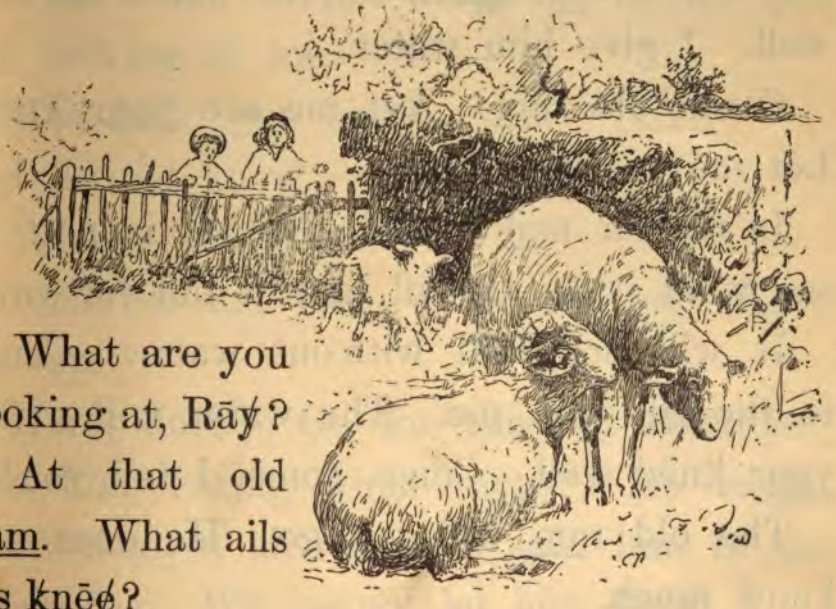
PART II.

SIGHT AND PHONETIC READING COMBINED.

To the Teacher. — Do not begin to use this part of the book until you have fully carried out the instructions given in the Manual under the heading, "Second Stage of the Work."

By way of preparation for each lesson, have the phonetic words that occur therein, written on the blackboard with the proper marks, and read by the scholars (several times, if necessary) as a blend-drill.

Phonograms. — f, l, m, n, r, s, — ā, ē, ō, — ight, ights, ing, ings.



What are you looking at, Rāy? At that old ram. What ails its knēe?

I'll go and see. Where is the ram?

In the fold. There is a lamb there, too.

Oh yes! I see them. The lamb is playing. Let us go in and look. We can not see well here.

Do not go in to the fold. The ram likes to fight.

He will not fight me. He likes me too well. I give him water.

Come, old ram! Let me see your knee. Let me see it, I say.

Is that a nail in it? No; it is not. I see what it is. I will take it out for you.

It will not heal without water. Come to the rill with me. The water will make your knee well. Come, come, I tell you!

The old ram will not go. He does not know much.

Did did

Where are you going, Sam?

I am looking for that rat. He ran out here. Did you see him?

Yes, I did. What a fat rat he is! He sat looking at me.

Has Jack seen him?

I do not know.

Where did he go?

I cannot tell you. I did not see where he ran.

Here, Jack! Go for the rat. Did you see him eating your meat? He might have eaten it all. I have seen him in the meal, too. We cannot let him do sō.

Go for the rat, Jack! Where is he? You do not seem to know. Did you not hear him?

That is right, Nan. Take Mat out to play. Do not let him fall. Let him play in the sand. Make him a seat there.

Here we are, Nat! Let us play in the sand. May I sit here with Sam? He has a good seat.

Yes, and May may sit there, too.

Take a seat here, Māy.

I do not want a seat. I want to mold with sand. I will mold a cow. What will you mold, Nat?

I will not mold. I will sit here and sing. I want to look at the sēa.

What is that out there? Is it land? I can not see it well.

Is not your sight good?

Yes, it is. There is too much light.

Look at Mat! He will fill your ēar with sand. Do not do that, Mat. We will play with you.

Let us all form a ring. We'll sing for Mat. Do not sing sō lōw, Nan.

Mat sings, too, like a good boy. He sits in the ring and sings.

What is that, Māy? Can you tell me?

It is a gnat. There are a good many here. Will you have a fan?

No. I do not like it here. Let us go for a sail.

Do you mean to take Mat?

Yes. Have you given him some milk?

Yes, and some bread, too.

You're a good girl, Nan. We cannot do without you. You māy come with us.

on	end

Can you knit, Māy? Can you knit a mat?

Yes. I can knit a mitt, too. I can knit without looking.

Are you making a mitt? Is it for Rāy? Will it fit him?

Fold the mitt and lāy it here. We want you to come and play. Here is Māy, girls.

Where did you lāy your mitt, Māy?

On the end of the seat.

Jack will make an end of it. He is full of play.

He'll not see it. He is here with us.

Go and take it in, Māy. It is not right to lāy it there.

I'll send Mat for it. Tell him to go, Rāy.

I did tell him.

Did he hear you?

Yes, he did. There he goes.

Here we are at the rill. Take the ōar, Māy. Where is the water going? Does the rill end anywhere?

The rill goes on and on. It goes to the sēa. That is the end of it.

Has the sēa any end? Does it go on and on, too? Does it go like the rill?

No, it is not like the rill. It has nowhere to go. It has no end.

other	one

Where are we going to play?

Right here on the old scow. We can have a sail.

We cannot sail on the scow. One end is on the land. The other is full of sand.

Well, we can play we sail. One end is in the water. We will play on that one. We will not look at the other.

See me rōw. I'm giving you all a sail. Let us all rōw.

Look at that ēel. Here is another one. There are a good many of them.

Look out, Jack! You'll fall in. That will end your playing.

Do not tell me that. I ⸗know too much to fall in.

What is that, Māy? It looks like an egg.

It is not an egg. There! Jack is in the water! Well, well! some boys do ⸗know sō much!

kind	ever

Mother is can⸗ing fruit.

What kind of fruit?

Ō⸗. many kinds. It is all good fruit. Mother does not can any other kind.

Does she ever can apples?

No, never. We never see apples in cans.

What kinds of fruit are good for can⸗ing?

Whatever kind you like.

Does your mother ever can any fruit?

Ō, yes. She likes to do her ōwn canning. Some fruit is sold in cans. She does not like that kind. She'll can a good many kinds.

thing	put

What is that thing? Tell me, Rāy.

I do not know. Sam will tell you. He put it there.

What is that thing for, Sam?

It is to play with. Do whatever you like with it.

Māy I put sand in it?

Yes. You māy put water in it, too. It is a watering can.

I do not see anything to water. I do not want the can. Where am I to put it? Do tell me.

Put it anywhere you like. Is it full of water?

No; I did not put any water in it. I'll put it with the other playthings. I'll put them all to rights.

That is kind of you, Will. Here is something good to eat. It is an egg and some meat. Come, Jack! You may have some, too. Jack likes good things to eat. All dogs do.

What do you say, Jack? Say something good for the meat. That is a good dog.

May I give Jack some bread? No, he does not like it.

ate

Let us all take seats. Let us play it is night. There is not one rāy of light.

How do you do, Rāy? We are playing it is night. We cannot see, can you?

How do you play it is night? Let me see. Māy Jack and I play, too.

Jack does not know how. He will not do what we tell him. He wants to see the sights. Dogs cannot play what we are playing. You might have known that.

It is not night. Rāy and I can see the light. Let us have something to eat. Tell me what *you* will have.

Not much of anything. I'm not well. I'll take a drink of water. Is the can full?

Ōh, yes! let us play we're ill. Here is Māy. She'll play, too. Has she eaten anything?

How do you do, Māy? Did you see us all eating? I'll tell you what we are playing.

Jack ate some meat and an egg. Sam ate some bread and milk. I ate bread without milk. Rāy ate some fruit. He ate too much. He is ill. It is all play.

I am ailing, too. I cannot tell you how ill I am. I did not have anything to eat.

We will give you some apples. Fruit will not make you ill. It will do you good. How many apples will you have?

Here is a drink of milk, Rāy. How much do you want? I will put some water in it.

No, do not do that. I do not like milk and water.

Well, do not make a fuss. I'll not put any water in it. See! I cannot do sō. There is no water here.

seed grass

What kind of seed is that, Sam? Where are you taking it? Your can is full of it.

It is grass seed. I am going to sōw it. Do you want to come with me?

Yes. Let me see how you do it. Māy I sōw some of the seed? What is grass good for?

We like to look at it. The cow likes to eat it. The lamb and the ram like grass, too. It makes them fat to eat it.

Is it not late to sōw grass seed?

Not too late. One cannot sōw it in the snow.

Will you mōw the grass in Māy?

Ōh, no! not in Māy. There is never much grass in Māy. You māy water the grass seed, Fan.

Will you lend me your watering can?

Yes. Send Jack for it.

Here is Jack with the can. It is full of water. Did Nan fill it for you, Jack?

Good Jack! You are a knowing dog! Good Jack! There is no other dog like you.

What a fuss you make with Jack!

Well, he likes it.

What ails the can? The water will not come out. I cannot water the seed with it. You will have to mend it.

It is all right. Mat put sand in to it. There! I have taken it out.

Did you do it with that tool?

Yes; it is a good tool for that.

Water, water, fall on the seed. The seed will swell. The grass will come with out fail.

How will it come, Sam?

No one can ever know that.

this way

Look this way, Rāy. What is the meaning of this? Jack and an other dog are fighting.

The other dog ate Jack's meat. It lāy on the grass. He did not know Jack put it there.

Do not let them fight. Send the other dog away.

I'll put an end to this fight. Look out, Jack! Do you see this can of water?

There it goes! And away go the dogs!

That is a good way of ending a fight. May I put the can away?

Yes. What is that other dog's nāmø?

It is Lēō. He comes here and fights with Jack. He comes with Nat Mōørø.

Is this Nat Mōørø?

Yes, this is Nat.

Well, Nat, do not let your dog fight.

Dogs *will* fight. It is a way they all have.

It is not a good way. I do not like fighting dogs.

You cannot ⸗know⸗ Lēō without liking him. He is a good dog. I will not let him fight any mōr⸗.

horse	Mr.

What a lē⸗an old horse! He is lām⸗, too. Is he for sāl⸗?

No, he is sold. We sold him to Mr. Mō⸗r⸗. He is sāf⸗ with him. Mr. Mō⸗r⸗ is a kind man.

I like a horse with a good mānɸ. This one has not much of a mānɸ.

It is all the sāmɸ to Mr. Mōɸrɸ.

Do not fēɸr, old horse. You'llɸ have litɸlɸ to do. You'llɸ have much to eat. You'rɸ going to Mr. Mōɸrɸ. You'llɸ like him. He is a good kind man.

He does not want to go away. He likes us all sō much.

He is too old and slōw for us. Mr. Mōɸrɸ wants him for the mōwing. An old horse can do that.

He is a good old horse. We all like him. We do not want him to go.

I will give him this apple. See how he takes it. He eats seeds and all.

Here comes Mr. Mōɸrɸ. Old horse, you are going away.

up	down

Is this the ram with the sōrǿ ƙnēǿ?

Yes. It is the right fōrǿ ƙnēǿ. See how well it is heǽling.

How does it fēǿl, Mr. Ram? You did not go down to the rill. The rāǰn did you good. It ran down on your sōrǿ ƙnēǿ.

See him look up at me. He does nȯt ƙnoẏ what to sāẏ.

The ram's heǽring is not good. He is old, like the horse.

I like the old ram. I like the old horse, too. Mr. Mōǿrǿ likes the horse.

Let us go down this lānǿ. We will go down to the landing. It is nēǽr the mill.

Will you go rō/ing with me?

Not to-night. It is too late. I like it here in the lān/.

Sō do I. Hear the cows lō/ing. See that falling lēaf. What is this down in the grass?

Do you not know? It is a snail. Do not take it up. I do not like its looks.

I do. I like you, little snail. I will not take you up. I want to see how you go. How do you go, Mr. Snail? Can you hear me? You do not seem to. You do not go like a horse. Look up at me, Mr. Snail. You do not seem to see me. What is that? Is that your ēar? Can you sing? Sam and I can. We can sing well, I tell you.

get wet

Do not ⸗knēȼl down there in the grass. You ⸗know mother does not like you to. You will get wet, Jack. Get up out of the wet grass. See! we are going to have mōrȼ rāȷ̈n. Let us go in right away. We can not get to the mill to-night. We are not like your old ram. The rāȷ̈n will not do us good.

Yes, we'll⸗ have to go, Mr. Snail. Mother does not want us to get wet. Good night!

Mr. Snail will get a good wet⸗ting. He likes the rāȷ̈n. All snails like to get wet.

Let us play horse. See how we go up the lānȼ. *We* do not go like snails.

Look up there, Jack. Did you see it lightȼn? There! The rāȵn is coming down.

You are a wet horse, Jack. I am wet, too. This will not do at all, Mr. Horse.

bird	birds	from

See the littlȼ bird up there! Its mate lit on that other rail. Where did it come from?

What kind of bird is it? See it flit from rail to rail.

Look! here come mōrȼ birds. I see fōȓr. How frēȼ you are, littlȼ birds! You can rōȧm where you will. How do you get up there? Do you ever get wet?

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To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 2.

Is that your ƙnit-ţing, Rōşȼ?

Yes. I have fōŵr rōŵş to ƙnit. That is not many, is it?

Fold it up and put it away. Now come and look at the snoŵ. It snoŵş and snoŵş. See how the snoŵ falls down, down, down.

Rover sees the snoŵ. He seems to like it. He goes out and plays in it. See him rōll over and over.

He heard's what we sāy'. He gives one mōr¢ rōll'. He comes and looks at us. He means to sāy', "Come out!" He tells us the snow' fē¢ls good.

Sam goes out, too. He knē¢ls in the snow'. He forms a snow' man. Do you know' what it is, friend Rover?

ī	ȳ

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 3.

Did you put this milk over the fīr¢?

No, Rōs¢ did. See how it fōams up. It fills the can. Now take it away from the fīr¢. There! It ran over a little¢.

Rōs¢ comes in too late. She heard's what we sāy'. She know's that the milk ran over. She sīghs.

Let us see what she will do. We will sit down and look on. Take this stool.

She lāyṣ out the things for the meal. That knīf she lāyṣ for you. The other one is mīn. Now she takes the ēlṣ from the fīr. How well she did frȳ them!

Ring for the others, now, Rōṣ. And give us some light. We can not see to eat with out it.

wing	wings	as

I am a flȳ. I can flȳ up and down. I can light on your noṣ.

I have wings. They are not like a bird's wings. They are an other kind of wings. Do you know how many I have?

All wings are to flȳ with. You have no wings. You can not flȳ like me. You can not flȳ like a bird. You can not flȳ at all. You māy as well give up.

I have ¢ȳ¢s. They are not like your ¢ȳ¢s.

All ¢ȳ¢s are to see with. You and I can see. We can see the birds. Can they see as well as we can?

I do not like them to see me. Some birds eat flī¢s. Look at that one. He wants to make a meal of me. I will get out of the way. I māy as well do it now.

I can eat and drink. I will take a little of this milk. Did you put it here for me? Do not make me go away. I like milk as well as anything.

Now I am in the milk. I can not get out. Mȳ wings are all wet. I can not flȳ. Ōh! what can I do?

The bird might as well have taken me. I can never get away from here.

be

I am a bird. I like to be up here. That boy can not get me. He has no wings.

He wants me to sit on the railing. He māy be a good boy. He māy be as good as good can be. I do not know. Birds do not like boys.

I want that flȳ. He is too nēar the boy. Now he is lighting on the boy's nose. The boy is lȳing down.

There goes the flȳ. Now he is in the milk. He is wet all over. He can not get out.

Go away from there, little boy. Let me come down. I want to get that wet flȳ.

Now the boy is getting up. He is going away. I will flȳ down and up. I will have that flȳ.

It is good to be a bird. It is good to have wings. Boys have no wings. They can not go where we birds go.

It is well for us they can not. Boys are not all a like. Some are good and kind. Some are not.

Girls are good and kind. They give us bread. They let us go frēȩ. Do you not like them?

There is one now. Her nāmȩ is Anꝑ. She is as kind as she can be.

Can you see me up here, Anꝑ? See me swing to and frō. I am swinging this way and that.

Anꝑ swings her can and goes on. She does not see me. Now she is out of sight.

That boy down be lōw sees me. He is look ing up at me. I will flȳ a way now.

think If if

Ōk, fīf! what a slȳ boy you are!

It is not right to tell līęs. You māy well sīgk! It is meąn to be sō slȳ.

Never tell līęs, mȳ boy! If you do, you cannot forget them. You will think of them at night. You will think of them all your līfe.

Here is a boy that never tells līęs. He āįms to do right. If he fails, he tells me sō.

See how he looks. You do not hea⁄r him sīg⁄⁄ing. He has not any thing mea⁄n to think of. Does he look mea⁄n?

If you tell lī⁄s, you will look mea⁄n. You will fē⁄l mea⁄n, too.

Now tell me this. How did you get sō wet? Did you fall into the rill?

How did you come to be there? Where did I tell you to go?

Yes, to Mr. Mō⁄r⁄'s for some seed. And did you go right there?

No; you like to play too much. Do you think you did right? Good boys never do as you did.

What a fright you have given me! You'r⁄ as wet as wet can be. What am I to do with you? You'll⁄ have no mōr⁄ play to-night.

Do you want me to for give you? I will if you are good. I want you to do right.

Will you do as I tell you? Do you think you can? If you do, I will for give you.

Final k and t.

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 4.

This is a not to Mr. Mōr. Mȳ mother wrōt it. You māy have seen her sīgn her nām.

It is at the end of the not. Here it is, on this līn. Does it not look fīn? I mean to wrīt like that.

I am going to sēal the not. Now I will go and mail it. You māy come, too, if you like.

Come any way, for mȳ sāk∕. We will go this way. It takes us nē∕r the lāk∕. The lāk∕ is a mīl∕ from here.

We māȳ me∕t An∕? Mō∕r∕. If we do, I'll give her the not∕.

Do you think that can be An∕? If it is, we will sit down. I have something to sāȳ to her.

Do you see that fīn∕ old ō∕k? Nē∕r it, there is a good seat.

How do you do, An∕? Can you tell me what nām∕ this is? Will you take the not∕ for me? If you will, I'll not mail it.

Let us all sit down here. This he∕t makes me fē∕l we∕k. How do your fē∕t fē∕l, An∕? Mīn∕ are a litt∕l∕ wet. I didn't ∕knoȳ it be fōr∕.

How is the old horse, An∕? Is he as

well as ever? Can he do all your mōẏing? Does he like to be with you? Māẏ I come over and see him?

I think I will, if you sāẏ sō. I'll come to-night if you like. It is not too late. I think sō much of the old horse!

er and ers as terminals

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 5.

Rōşɸ is a good mitt mākˌer. She never fails to fit.

What is she ƙnitting now? That is not a mitt. See, it has a heɸl. What a ƙnitˌter you are, Rōşɸ!

Rōşɸ is a good rōẏer, too. She can rōẏ as well as Sam.

She sings as she rōws. Did you ever hear her sing? She is a fīne singer. And she can play Sam's fife. She is a good player. She does all things well.

She has fine manners, too. I will say something to her. See how she will answer me.

Rōse, will you sing for us? Do sing, for mȳ sāke. You can sing and knit, too. Sing "Swēet and Lōw."

See, now, how kind she is. She sings for me without making any fuss. Isn't her singing swēet? And isn't she a swēet girl?

Yes, she is. I want to be like her. I never can, I fēar. I am too little to rōw. I do not know how to sing. I can be good, if I am little.

Yes, you can be good and swēet like Rōse.

than	day	corn

Ann is an other sweet girl. She is neater than I. She never makes any litter. She never gets her fēet in the mīrc. She never gets her fēet in the mīrc.

I want to be like her. I want to be neater than I am.

I can not be like Ann. Some thing must ail me. What do you think is the matter?

I'll tell you what it is. Ann is older than you. She is nīnc. You are smaller than she. You will be like her some day.

I mean to be, any how.

This is mȳ slate. I wrōtc that nāmc. It is mīnc. See what I make in this upper corner. It will be an ēar of corn.

Now I will make another here below. This is the lower right corner.

This is the upper right corner. I will make another ēar here.

Now there is one more lower corner. I will put an ēar there, too.

That fills up all the inner corners. Now they're all alike.

My slate has four outer corners, too. Here they are.

What more can I make on my slate? Let me see. What day is this? I will write it here. May 7.

That will not do. Mȳ slate must be neater than that. Away it goes!

Now see what I ɣrītɸ:

The fīfer fīfɸs well.

The flȳer flīɸş away.

The ɣknēɸler ɣknēɸlş down.

The miller makes meɣl of the corn.

The mōɣer can mōɣ the grass.

The rākɸer can rākɸ it up.

The sōɣer sōɣş the seed.

The singer sings like a bird.

The canɣer cans fruit.

The ɣrītɸer can ɣrītɸ mȳ nāmɸ.

That will do for to-day. I'll ɣrītɸ as well as Anɣ some day.

I must put my slate away, now. There is no mōrɸ daylight. It will not do to tīrɸ mȳ ɸȳɸş.

I am a horse. Mȳ ōw̸n er is a kind man. He does not be/at me.

He gives me corn. He wants to fat/t/en me up. I am fat/ter than the other horse. A we/k a go I did not look fat at all.

I like corn. Is that an ō/t on the flō/r? I want that, too.

One ō/t is not much. That will not make a fē/st. I want a good many.

The ō/t is a seed. Sō is corn. Mȳ ōw̸n er sōw̸s many kinds of seed. He sōw̸s for days and days.

I do not go out to sōw̸. I go with him to mōw̸. He mōw̸s grass and other things.

Some of the grass is for me. I like it. Yes, I like it as well as corn.

I make the mōw̸er go. Mȳ ōw̸n er makes me go. Where we go, down falls the grass. Did you ever see us mōw̸ grass? Some day, we will let you.

The boys rāk¢ the grass up. They put it in to that frām¢. I take it with me. Where do you think I take it? Do you think I k̸now̸ the way?

I have much to do, I tell you. I have all I want to eat.

I am out at play now. I fē¢l lighter with out any thing on me. I like to be this way. I fē¢l like a bird to-day. Where are mȳ wings?

Mȳ ōw̸n er is com ing to seek me now. He has some thing for me to do.

ŏ ck

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 6.

Is that you ƙnŏck ing, Lēiǵh?

It is Mr. Mŏr̒rōw̒, I think.

Tell him to come right in.

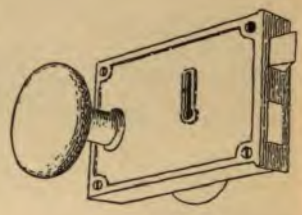
He can not get in. Something ails the lŏck.

Well, Mr. Mŏr̒rōw̒ can mend it. He ƙnow̒s how. He makes all kinds of lŏcks. Tell him to come in the other way.

How do you do, Mr. Mŏr̒rōw̒? We can not let any one in this way. You must not let that ŏffend you.

Ō, no, that does not matter! I ŏften come in the other way, you know.

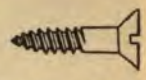
You have come on the right day. We want you to do something for us. See this lŏck. Can you tell what ails it?



I'll take it ŏff and see.

There! now it is ŏff. What do you see that is not right? Is there something that does not fit?

No, I think not. It seems to be a good lŏck. Something is lŏst out of this corner. See if it is on the flōor. It is a little thing like this.



Ō, here it is! Are there many things like that in the lŏck?

No, little girl, not many. There are fōur. See! they are at the fōur corners.

Now put the lŏck on. Let's see if it is all right.

There it is! See how well it lŏcks. Does anything ail it now?

No, not a thing. It seems as good as ever. May I ŏffer you some of this corn? I think you will like it. It is sweet and good. May wants me to go out with her, now. Good-day, Mr. Mŏrrōw.

which	could	said

"Where is Rŏl'lō?" said Ŏt'tō, one day.

"Here I am," said his lit'tl¢ fri'end. "I am playing on the flō¢r. I like to play in the corner."

"Which corner are you in?" said Ŏt-tō. "Ō-h, now I see you! I could not see you for the rŏck er. Come, Rŏl-lō; fŏl-lōw me. We will go down to the rŏcks. Do you like to be nē-ar the water?"

"Yes," said Rŏl-lō. "I like it mōr-e than play ing here. I'll take ŏff mȳ sŏcks. I'll give mȳ fē-et a good wet-ting. There are mōr-e ways than one to go. Which will you take? We must not get lŏst, you k-now. Could we go down this lān-e?"

"We'll go this way to-day," said Ŏt-tō. "I want to see how the corn is do ing."

"Ō-h! there is a lit-tl-e snāk-e!" said Rŏl-lō. "See how it snē-aks a way in the grass. Could it do any thing to us?"

"I do not k-now," said Ŏt-tō. "We will let it a lōn-e, and it will let us a lōn-e. Here we are at the corn. Let us see if it is swe-et. Here are some fīn-e ē-ars. Which will you take?"

"This one," said Rŏl-lō. "Yes, it is swe-et er than Mr. Mō-r-e's corn. Now let us go on.'

"The rŏcks are below there," said Ŏttō. "You could not get there without me."

The littlĕ boys ran down to the water. They sat on the rŏcks. Rŏllō put his fēĕt into the water. Ŏttō ate some of the sweĕt corn. They could see the minnōws in the water.

Final p.

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 7.

Well, Rŏllō! Slēĕping in the day-tīmĕ! And lȳing all in a heap, too! Come, get up. Where are your ĕȳĕs? Ōpĕn them and let me see.

Look at the sheĕp. See how that lambĕ can lēap. Do you see the rēapers? Do they slēĕp in the day-tīmĕ? Could you do what they are doing?

There are some boys, too. One of them is Ŏttō. Can you tell which? Here he comes with some corn. It is for supper.

Is the corn rīpĕ, Ŏttō?

Yes, I supp̸ōs̸e̸ sō.

Where did you get it?

Down that slōp̸e̸ where Mat is. He told me how much to take. He said I must take all this. It is too much. See how it makes me stoop.

Lāy it down there. Let's have a rŏmp with the lamb̸s̸. What a fīn̸e̸ flŏck we have!

What an uprō̸a̸r you are making, Ŏtt̸ō! What is the matter?

That old ram wants to knŏck me over. Which old ram do you mean? Let him alōne. If you do, he will let you alōne. Take up your corn, now, and come away.

but	arm	hand

The ram did not butt Ŏttō. But Ŏttō could not take all the corn.

"There is too much for your little arms. We will take some for you," said Ann. "Here, Rŏllō, take some in your arms. There! that will do. I will take the other ēars. See, I have mȳ hands full. Now be off. I will fŏllōw you."

The boys ran down the slōpe.

"I'll get to mother before you," said Ŏttō. But he could not. Which do you think beat?

"Here is some corn, mother," said Rŏllō. "Take it out of mȳ arms. Ŏttō has his arms full, too. He could not take it all. Ann has her hands full. It is all for supper."

"See me take this lēȧf ŏff," said Ŏttō. "Let's take them all ŏff."

"That is not a lēȧf," said mother. "Ann will tell you what it is. But look at your hands, Ŏttō. Are they fit to handlȩ the corn with?"

"Ōh, no!" said Ŏttō. "I did not knȯw how they look. They want water."

"Yes, and your hands want some, too, Rŏllō. Where is the sōȧp?"

p	pl	pr	t	tr

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 8.

Mr. Butler is a farmer. He has good butter for sālȩ. See the milk pails and pans. The pails have handlȩs. The pans are without any.

What does Mr. Butler plant? Yes, pŏp-corn and rȳȩ and grass. Can you tell me some other things?

Ōh yes. He has pēȧs and beȧns, too. What do you think he is going to do?

He is going to tī¢ the horse to the pōst. The horse trī¢s to get away.

It is rāi̇ning. We must go in. Yes, it is rāi̇ning mōr¢ and mōr¢. See the rāi̇n falling on the stōn¢s. How it patters! Now it is pōu̇ring. See the water come out of the spout.

Now we will look out at the rāi̇n.

No, look here. I want you to see Pŏl/. Did you hea/r her spē/k? What is she sā/ying? Pŏl/ likes you to prā/ṣ/ her. If you do not, she will not like you. Sō now you /know what to do.

I like to tend her. She is sō tām/. I trȳ to be kind to her. Prā/ do not tē/ṣ/ her. Plē/ṣ/ sā/ something for us, Pŏl/. Can you see the rā/n? Do you /know Mr. Butler? Did you see how he ran in with the horse? Here he comes, now. Spē/k to him, Pŏl/. Sā/ "How do you do, Mr. Butler?"

who	his	work

Who is this?

This is Mr. Pratt. He is at work making buttons.

Did you say butter?

No, no; I said buttons. What ails your little ē/rṣ?

And who is this?

This is Mr. Butler. He is a farmer. He plants and rēaps. He works that we māy eat.

Bread comes from the seed he plants. Do you ƙnow how?

Do you ƙnow who this is?

Yes, that is Mr. Pōst. He is a pŏtter. Do you think he makes pŏts? Well, he does. He makes plates, too, and many other things. We eat and drink from them. Mr. Pōst does good work for us.

Do you ƙnow any one who can pāint?

Yes; Mr. Lamƀ can pāint. That is the way he spends all his tīmę. Sometīmęs he pāints his hands. He does not meȧn to. See, there is pāint on his nosę, now. How it makes him look!

Is this a stōr¢?

Yes; this is Mr. Me¢ks' stōr¢. The pāpers you see are his, too. They are for sāl¢.

Is it work to ōw̸n a stōr¢?

No, ōw̸ning a stōr¢ is not work. But ōw̸ning is not all there is to do. There is much work in a stōr¢. Mr. Me¢ks makes his work pāy̸ well.

What other kinds of work are there?

Ō!, many, many kinds. All of us must work. That is what arms and hands are for. Yes, and ¢ȳ¢s and ēárs, too. Let us all trȳ to work well.

saw	by	each

I have come from the lāk¢.

I saw a trāi̯n standing there. I saw the pē¢ple get ŏff, one by one. I saw others standing by. I saw them befōr¢ I saw the trāi̯n. Many of them spōk¢ to one another.

"I have come to meȼt Annȧ," said one. "She will be here by and by. She will come on this trāȋn."

"I do not ƙnoẇ Annȧ!" said an other. "Who is she?"

"A frȋend of mīnȼ," was the an swer.

"She works too much. It makes

her ill to do sō.

She is coming here to get well."

"How late the trāȋn is! It is not in sight. Let us each eat a peach. Reach over here and get one. Whom are you to meȼt?"

"Mȳ mother."

"And you, Mr. Buttȋs? Are you looking for some one?"

"Yes," said Mr. Buttȋs, rāȋsing his ȼȳȼs. "Each of us is to meȼt some one, I suppȯsȼ. I am looking for a littȋlȼ girl. I have never seen her. She will have a rōsȼ in each hand. That is how I am

to ƙnow her. Her nāmȩ is Māy Wells. There! did you not heȧr the trāĭn coming?"

"Yes, it must be nēȧr us by this tīmȩ," said another man. "I see the smōkȩ over the trēȩs. Now the trāĭn is in plāĭn sight."

We saw the trāĭn rōlĺ up. Mr. Butts saw Māy get ŏff. She did have a rōsȩ in each hand. She did not seem well. It māy do her good to be here. I saw her go away with Mr. Butts.

Each one saw his frĭend get ŏff. Each said "How do you do?" Each put out his hand with a smīlȩ.

They did not stŏp to spēȧk much. "Come," said Anȵ's frĭend. "Do not let us tīrȩ out the horses. Let us go right away. By and by it will rāĭn."

And it did rāĭn, I tell you! But I beȧt the rāĭn. I ran all the way from the lākȩ. Now I want something to eat. I fēȩl as if I could eat you.

c	cl	cr	k

To the Teacher. — See paragraphs 2 and 3 on page 15 of the Manual; also Phonetic List No. 9.

That is Mr. Pratt's old cow. He calls her Kate. She is lȳing on the grass-plŏt. Tŏm Pratt put her there. I saw him tīc her up.

The other cattlc are in the lŏt. The cōlt is there, too. They are all eating clover. The lŏt is down by the crēck.

Did the cow līc right down?

Ōh, no. She ate standing up for a tīmẹ. I saw her trȳ to get away. But she could not, for the rōpẹ. Tŏm saw to that.

Do cows ever work?

Well, not as we do. We have arms and hands to work with. The cow has no arms and hands. But she gives us milk. Her work is to eat and make milk. We could not well do without that; could we?

No; and we could not do without the crēam. We make butter of it. Sō the cow gives us butter, too, doesn't she? Are milk and butter all that we get from the cow?

Ōh, no. Look down at your tōẹs. What kēẹps them from getting cold?

Ōh, I knȯw what you meȧn. Mr. Butler sold them to you for me. He knȯwṣ how to make them. He makes them of cow's skin. He has to tan the skin. Is that all that we get from cows?

No; where did this cōmḥ come from?

Let the dog see it. He could tell if he could spēȧk. He likes to tēȧṣẹ old Kate. Kate is crŏssẹ to him. I saw her tŏssẹ him the other day. Here, Jack, you scamp! Let me teach you something.

Who likes to tēa̍s̍e̍ old Kate? Can you tell us where this cōmb̍ cām̍e̍ from? Does it look like anything Kate has? What did she make you fē̍l on Frīday? Do you kē̍p away from her now-a-days? Do you think she wants to kill you?

Never fēa̍r! She can not reach you here. But do not go too clōse̍ to her. It is not sāfe̍ to do sō. Kē̍p away from all cows. That is all they want dogs to do. By and by you will k̍now̍ that.

Let Jack alōne̍. Dogs do not k̍now̍ anything of cōmb̍s̍. But they like be̍f. That is the me̍at of cows. And they eat trīpe̍. That comes from cows, too.

were	heard	was

Ann and Kate were out at play. It was a clēar fall day. They were looking up at the skȳ. They saw something flȳ over the trēēs. It lit on an old ōak. They heard it sing. What do you suppōsē it was? Have you ever heard one sing?

"Ōh, look at that!" said Ann. "And do hear it! Have you ever heard anything sō sweet?"

"Ōh, yes," said Kate. "I have heard it many tīmes. Could you trill like that?"

"You know I could not," said Ann. "Mȳ singing is that of a girl. There! The sweet thing has flōwn away. Now let us sing a little. I will teach you how."

The girls sat down on a stōnȩ. Mr. Crānȩ saw them sitting there. He heard them singing.

"How well Anȧ is getting!" he said.

"Yes," said Kate's mother. "It did her good to come here. How pālȩ she was the day she cāmȩ!"

"But her āchȩs and pāinş seem to be all over. And she eats mōrȩ than she did. Here she comes with Kate. How do you fēȩl to-day, Anȧ?"

"Ōh, I am doing well," said Anȧ. "You are all sō kind to me. And I can look at the ōpȩn skȳ here. I cannot see much of it at mother's. They have sŏft cōȧl there. That makes too much smōkȩ. The skȳ is never clēȧr."

"Does it look like rāin there?" said Kate.

"Yes, mōst of the tīmȩ," said Anȧ. "Cōkȩ does not make much smōkȩ. It makes a clēȧn fīrȩ. It gives good heȧt, too. And it does not cŏst much."

"What were you singing," said Kate's mother. "I heard you here, but I could not tell."

"Ōh, we were trȳing to trill. Anȧ was teaching me," said Kate. "She is a fīnȩ teacher."

"Well, it is supper tīmȩ now," said her mother. "Let us have some cākȩ and tēȧ."

L. Knauss.

MAY AND HER PETS.

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